Beginning with Fiction

Lesson Preparation

Daily Lesson 10	WORD STUDY		READING	
	TEKS	**Ongoing TEKS**	**TEKS**	**Ongoing TEKS**
	E1.1C		E1.Fig19B E1.5C E1.7A E1.15Ci,ii	
Key Understandings and **Guiding Questions**	• Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. — How can understanding relationships among words help improve your vocabulary?		• Understanding connections between literary elements facilitates the reader's ability to make meaning of text. — What techniques do authors use to help the reader make connections? • Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. — How do authors use literary techniques to communicate a message?	
Vocabulary of Instruction	• Analogy		• Irony • Sarcasm • Point of view	
Materials	• Vocabulary Notebook (1 per student) • Envelope (1 per group) • Cardstock • Chart paper (if applicable)		• Reader's Notebook (1 per student) • Writer's Notebook (1 per student) • Teacher Reader's Notebook (1) • Fictional text (class set) • Chart paper (if applicable)	
Attachments and Resources			• Teacher Resource: **English 1 Unit 01 Writing Appetizer (1)**	
Advance Preparation	1. Prepare to display visuals as appropriate. 2. Prepare pictures of common objects that have specific functions, for example: keyboard, hammer, drill, MP3 player, cell phone, straw (one picture per two students) 3. Prepare pictures of common objects that have identifiable characteristics that can be used to describe them, for example: earthworm, cactus, milkshake, pillow, glass, candle, music, (one		1. Prepare to display visuals as appropriate. 2. Select a section of the text to use to model analyzing how the author's use of point of view shapes the text. 3. Refer to Teacher Resource: **English 1 Unit 01 Writing Appetizer.** Prepare accordingly.	

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	picture per two students)	
Background Information	Analogy - **a vocabulary exercise in which an association between a concept and its attribute is present (e.g., hot:cold as north:_____)** Students don't learn word meanings and usage by definition alone. Students must represent their knowledge of words in linguistic and non-linguistic ways.	Irony – **a literary technique used to create meaning that seems to contradict the literal meaning or events** Sarcasm – **bitter form a of irony, intended to taunt or hurt** This Instructional Routine partially assesses Performance Indicator: "*Write multiple reflections, including personal and world connections, thoughts, and responses to literary texts and media."*
Teacher Notes	Teaching word parts enhances students' understanding of a term. Students should be given the opportunity to discuss the words they are learning.  Many students believe that analogies are the same as metaphors. Analogies communicate relationships and metaphors communicate comparisons.	Students need to be finished reading the selected text in order to complete an additional Performance Indicator in Daily Lesson 11.

Instructional Routines

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Duration and **Objective**	Suggested Duration: 15-20 min. Content Objective: Students produce analogies that describe an object's function or its characteristics.	Suggested Duration: 35-40 min. Content Objective: Students identify the use of irony and sarcasm and analyze how the author uses point of view to shape a text.
Mini Lesson	1. Ask: **What is an analogy?** Discuss responses and explain as necessary. Clarify any misconceptions. Ask: **How can analogies help readers and writers?** 2. Share examples of relationships found in analogies. Explain that some analogies describe a function of an object or its description. Involve students in verbally producing additional examples. Example: **Type** — **Example** Function — Pen : Paper :: Chalk : Blackboard Description — Soft : Kitten :: Hard : Rock 3. Place students in pairs. Distribute one picture from the function category (see Advanced Preparation) to each pair. Instruct students to produce a written analogy that describes the object's function. Students record the analogies in the Vocabulary Notebook. Model with one example before having students work independently. Monitor students and invite two to three pairs to share.	1. Writing Appetizer 2. Define the terms irony and sarcasm as students record the definitions in the Reader's Notebook. Instruct students to locate examples from their fictional text with an **Elbow Partner**. Ask: **How does the author's use of irony or sarcasm impact the story?** Discuss responses. 3. Review point of view with students. **Ask: What point of view does the author use in this text? How do you know?** Discuss responses. 4. Ask: **How would the story change if the author had chosen a different point of view?** Discuss responses. 5. Display the selected section of text. **Think Aloud,** speculating about the impact that changing the point of view would have on the story. Model writing a short analysis of how the author uses point of view to shape the text, using embedded quotations to support your response. 6. Remind students that as they write their analysis, they should not just summarize the text, but instead should *explain* and *interpret* the author's use of point of view.
Learning Applications	1. Collect the function pictures and distribute the descriptive pictures (see Advanced Preparation).	1. Students write a brief analysis of the author's point of view using embedded quotations from the text in the Reader's Notebook.

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	2. In pairs, students produce a written analogy that describes a characteristic of the provided picture. Students record the analogies in the Vocabulary Notebook. 3. Monitor and provide assistance as needed. 4. Pairs form groups of four and share their analogies.	2. Students engage in independent reading. 3. Monitor and assist students if necessary. Engage in small group instruction with struggling students.
Closure	1. Ask: **How can understanding relationships among words help improve your vocabulary?** Discuss responses.	1. **Exit Slip**: **How does point of view shape the text?**